Pupil premium strategy statement – Howard Park Community School

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	236
Proportion (%) of pupil premium eligible pupils	25.8%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2025-2028 2025-2026 2026-2027 2027-2028
Date this statement was published	November 2026
Date on which it will be reviewed	November 2027
Statement authorised by	Jonathan Pickles (Headteacher)
Pupil premium lead	Jonathan Pickles (Headteacher)
Governor / Trustee lead	Tracy Ball

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 75,450
Pupil premium funding carried forward from previous years	£ 0
Total budget for this academic year	£ 75,450

Part A: Pupil premium strategy plan

Statement of intent

At Howard Park Community School, our intention is that all pupils, irrespective of the challenges they face or their backgrounds, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve their goals.

We will consider the challenges faced by vulnerable pupils, such as those who are socially disadvantaged or adopted from care. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils at Howard Park Community School. We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Our approach will be responsive to common challenges and individual need. To ensure they are effective we will:

- Ensure that teaching and learning opportunities meet the needs of all our pupils.
- Ensure that appropriate provision is made for pupils who belong to vulnerable groups and that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- Recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.
- Reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils that school has legitimately identified as being socially disadvantaged.
- Pupil premium will be allocated following a needs analysis which will identify priority classes, groups or individuals.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	**Outcomes for Pupil Premium Children** – core knowledge and skills are less well developed in maths, phonics/early reading, writing for pupil premium children when compared to non-pupil premium.
2	**Oral literacy and vocabulary comprehension** – Children that enter school in EYFS with vocabulary and development gaps are impacted throughout school. Social resilience can be a barrier for some of our children and some children need support to access the language used in the classroom. We will utilise a whole school Oracy approach to support and develop this leading to better opportunities later in life.
3	**Social, Emotional and Mental Health -** Feeling of vulnerability can be a challenge due to wider socio-economic barriers in the community and SEMH issues/behaviour patterns in school. Social and emotional experiences and mental health in the family home life impacts significantly on the education and wellbeing of some pupils.
4	**Limited life experiences** as a result of the COVID-19 pandemic and the cost of living crisis; children have fewer life experiences leading to a reduced cultural capital and social mobility. Some children have reduced ability to access reading support and therefore the broader curriculum offer.
5	**Motivation for learning and confidence –** Development of opportunities to achieve success in learning and aspire to succeed will ensure that children build intrinsic motivation to learn. This will be developed through high quality teaching and learning and wider curriculum opportunities.
6	**Low social resilience –** children can sometimes appear disengaged in learning/play or find the routines of these scenarios difficult to manage successfully. This can lead to instable or unreliable friendships for children, low self-esteem/confidence and disruption to learning in the classroom environment.
7	**Attendance** – data shows that the attendance of pupil premium children is below that of non-pupil premium children. In 24-25 this was 95.6% compared to 92.1%. Persistent absentee rates compared similarly – 8.7% compared to 29.4%

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
1) Pupil Outcomes Improving pupil outcomes for pupil premium children by focussing on learning strategies and teacher pedagogy.	• Data gap between pupil premium and non-pupil premium narrows. • Key skills are learnt and embedded • Carry out effective CPD to ensure effective teaching and learning strategies are in place • Interventions are timely and effective
2) Mental Health and Wellbeing Poor mental health and wellbeing is a known contributor to poor attendance. Supporting this is an effective way to ensuring children attend school. Additionally ensuring all children are able to access a wide variety of opportunities is important to ensure their personal development.	• Wellbeing support effectively identifies pupils • Pupil premium children are able to access the same external opportunities as all children, including accessing wrap round care, clubs etc.
3) EYFS Early language development, gross and fine motor development and key skills are consistently delivered to a high level and children develop well in these areas.	• Consistent approach to the teaching of phonics and handwriting. • Interventions in EYFS are timely, effective and targeted.
4) Phonics and Early Reading Developing strong early reading skills is paramount to ensuring access across the curriculum for all pupils.	• Attainment in phonics is narrowed to ensure that non-pupil premium children and pupil premium children achieve to a similar level. This is also reflected through average scores as well as pass rates. • RWI support package provides effective support and training opportunities.
5) Attendance and Persistent Absence Improving attendance data for pupil premium children to ensure effective access to the curriculum. Evidence shows that poor attendance is linked to lower educational outcomes.	• The attendance gap between pupil premium and non-pupil premium children narrows. • The gap between pupil premium and non-pupil premium rates of persistent absence narrows.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £7,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Cover for class teachers to provide time for CPD to look at effective teaching and learning strategies. (£4000)	CPD to focus on quality research. This year teachers will focus on assessment and feedback and adaptations within the classroom. EEF – effective feedback EEF – Guide to Inclusive Teaching	1, 2
Subscribing to RWI support package to further support class teachers and TA's who deliver phonics. Consultant to also support the reading lead in school. (£3700)	RWI is a DFE recommended scheme with a highly structured approach to the teaching of phonics, rooted in research into what works.	1,4,

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £29,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Providing additional 1-1 reading support. (£20,600) to support early intervention and reading support	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading. EEF Phonics	1,4

TA to work with a pupils across school to deliver interventions. This will vary from speech and language programmes in EYFS/KS1 to maths and reading interventions in KS2 (£9000)	Teaching Assistants are able to deliver effective interventions when they are clearly structured and have clearly defined expectations. EEF – Interventions Speech and Language interventions are crucial in a child's ability to reach their academic potential.	1,3,4

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employing a nurture lead to support a variety of pupils across school, particularly pupil premium and pupil premium plus pupils. This member of staff also takes the lead on mental health and wellbeing across school. (£17,000)	The DfE has published a variety of evidence to support the training and use of mental health leads in school. Promoting and supporting mental health and wellbeing in schools Learning Outcomes for Senior Mental Health Leads	3,6
Funding breakfast club and after-school club for a variety of pupil premium children. (£4500)	Research shows that hungry children do not perform well. Providing wrap-round care ensures that children are properly fed and have access to a variety of activities that they would not receive at home.	3, 4, 6
Family support worker to support families. (£23,500)	Historically our family support worker has shown to have. a very positive impact on increasing parental engagement and supporting both parents and children,	6, 7

	leading to a positive impact on outcomes in school.	

- **Total budgeted cost: £82,300**

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Target 1: Pupil Outcomes

In KS2 outcomes pupil premium either improved, or at least equalled the previous years outcomes for Pupil Premium children. These outcomes also perform well when compared tto National outcomes

Subjects	2025-26			2024-25	
	Howard Park PP		National PP	Howard Park PP	
	EXP	GD	EXP	EXP	GD
Reading	87.5%	12.5%	63%	80%	0%
Writing	70%	0%	60%	70%	0%
Maths	75%	25%	62%	70%	20%
SPAG	87.5%	25%		70%	0%

A similar picture exists when looking at outcomes of the phonics screening test.

	2025-26		2024-2025	
	Howard Park PP	National PP	Howard Park PP	National PP
Phonics	87.5%	68%	80%	67%

And finally EYFS outcomes

	2025-26		2024-2025	
	Howard Park PP	National PP	Howard Park PP	National PP
GLD	25%	54.3%	0%	54.8%

Target 2: Mental Health and Wellbeing

An increased number of pupils were able to access out of school clubs.

	2025-26	2024-25
Wrap-Round Care	45%	38%
After-School Clubs	50%	42%

Additionally, 70% of pupils who accessed support with our nurture lead were Pupil Premium/

Target 5: Attendance and Persistent Absence

Unfortunately the attendance rates of Pupil Premium children fell slightly last year.

	2025-26	2024-25
Attendance of PP pupils	92.5%	93%
Persistent absence of PP pupils	10.9%	18.6%

However, the rates of persistent absence amongst pupil premium children fell last year. This is heavily due to the strategies employed including collecting children from home and bringing them to school on a regular basis.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
TT Rock Stars	Maths Circle
Arithmagicians	Arithmagicians
Spelling Shed	Ed Shed
Literacy Gold	Literacy Gold